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### ATTACHMENT A

#### A. Recommended Procedure to Analyze a Course of Instruction

##### Step I. Trade Analysis

a. In order to analyze properly any instructional situation it is necessary to first know how the instructional information and plans used for training purposes were devised and are being used currently. The basic source of content for "what to teach" comes from an analysis of the activities of those engaged in the various specialized positions of our agency. This inventory of knowledges, skills, responsibilities, and activities required of the person holding a particular position is known as a trade analysis. Since our instructional courses may include many occupations or positions, it is necessary to list all the individual analyses before course construction can take place.

b. The purpose of making a trade analysis is to determine scientifically what needs to be taught and where the emphasis should be placed. It is of great assistance in organizing instructional material especially in terms of time, sequence and level of instruction. The effectiveness of instruction can be better evaluated with the aid of a trade analysis. The instructor draws from the trade analysis the basic and related knowledge which he expects the student to master. He also obtains from this inventory the important items of related judgment and responsibility which are vital parts of the particular job or jobs under consideration.

c. A trade analysis is comprised of the personal knowledge and experience of the instructor, the experiences of others, observations of the work actually being done, and the research of others making similar analyses of the activities in the subject (area) under investigation. These activities are usually recorded in an orderly systematic form for ready reference and study. The usual procedure is to list each of the particular jobs or activities common to the occupation and then to list all of the materials, equipment, knowledges, and special abilities required to successfully carry out each of the activities in question. The complete list of all the various activities involved in the occupation, with their component related elements, comprises the complete trade analysis.

Where more than one trade analysis exists in any course construction, the compiled list of analyses is evaluated so that there is not any overlapping or duplication. In the terms of time and need certain elements are listed from the various trade analyses which are necessary to fill the course aims and objectives. Technological advancement and reported field experiences may make some material quickly obsolete and demand the addition of new material. The trade analysis, therefore, is actually a form of perpetual inventory to which ad-

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ditions and subtractions should be made.

Instructors and others responsible for instruction should constantly be on the lookout for new, fresh material so that when his students are ready to go into the field they are prepared to do the job with the best instruction possible. We should not allow a mistake in the field to be traced back to training received.

### Step II. Development of a Course of Study

a. The gathering of subject matter content as described in the preceding topic is preliminary to the organizing of the material into a course of study. The course of study is a complete statement, in outline form, of the subject matter content which the student is expected to learn.

b. The training requirements and format for the course of study will vary with the personal experiences and knowledge of the instructor but it should include the followings:

- (1) A statement of the objectives of the course in terms of desirable student outcomes.
- (2) The order of presentation of the material for most effective teaching and learning.
- (3) A statement of the time required to complete the course and a suggested time schedule for each unit of the course.
- (4) A statement concerning the general teaching method to be used, special equipment or materials needed, training aids and plant or field facilities desired for securing best results.

c. A good course of study is always in tentative form. The proof of its worth is its value in use. When the instructor puts it into use he will discover the need for additions, subtractions, and alterations. As field experience modifies existing teaching standards new instructional methods must be added and obsolete material removed.

### Step III. Development of Lesson Plans

a. Before any person attempts to formalize lesson plans for teaching he or she should be thoroughly familiar with the following:

- (1) Principles of learning
- (2) Principles of effective instruction
- (3) Student motivation
- (4) Methods and techniques of effective instruction

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b. There may be instructors who do not make systematic lesson plans but they are not the superior teachers. With few exceptions, those who plan best, teach best. A good plan is an incentive to good instruction and gives the instructor confidence. It enables the instructor to evaluate his teaching. It is the only way an instructor can make maximum use of visual aids and other teaching devices and techniques.

c. The actual form of a written lesson plan will usually include.

- (1) The title of the lesson
- (2) A statement of objectives for the lesson
- (3) The timing of the lesson
- (4) Training aids to be used
- (5) An outline of the introductory motivation to be used.
- (6) An outline of the method of presentation including:
  - (a) Techniques to be employed
  - (b) Teaching devices needed
  - (c) List of equipment, materials, or apparatus required
  - (d) Student participation to be expected
  - (e) Definitions of new terms
  - (f) Key questions to be raised
  - (g) Summary of principles and main ideas to be remembered.
- (7) Applications of content
- (8) Assignment and study references

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